Psychology 557 / 570
Testing and Appraisal in Counseling & Assessment Practicum

Winter 2014
Tuesday, Thursday 11 to 12:20

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Office Hours: Monday 12:00-12:50, Tuesday 12:30 to 1:20

Content Areas

The course will address the use of assessment devices and procedures as tools in the counseling process. We will discuss the administration, interpretation, and use of various assessment tools. Students will gain some direct experience in the use of assessment devices. Students will gain experience in scoring and interpreting assessment tools, and will provide well-written assessment reports that demonstrate an ability to use assessment tools to make appropriate clinical and educational recommendations.

This class addresses the following Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core content areas:

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Knowledge and Skill Outcomes

More than anything, this class is intended to focus on skill acquisition. Students will be expected to appropriately evaluate, select, administer, interpret, and utilize assessment strategies to aid in their work as a counselor.

Students will be expected to demonstrate the following School Counseling Program Student Skills and Practices:
H. Assessment Skills and Practices
   1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
   2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
   3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
   5. Assesses barriers that impede students’ academic, career, and personal/social development.

Students will be expected to demonstrate the following Mental Health Counseling Program Student Skills and Practices:

H. Assessment Skills and Practices

   1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

Methods of Instruction

The class will use a lecture/discussion format to cover all content areas. Classroom demonstrations of the administration, scoring, and interpretation of common assessment instruments will be used extensively.

Readings

Recommended Text

Required Articles and Manuals
Several additional articles, book chapters, and test manuals will be used throughout the course.

Tests
A wide variety of assessment instruments will be made available to you over the course of the quarter. For ethical reasons, you must ensure that you do not leave test materials unattended or practice administering tests in public places. You should conceal test materials at all times. Likewise, you are expected to refrain from administering tests to friends, family, and colleagues. Failure to engage in appropriate professional conduct will result in a loss of points from your final grade. In addition, we have a limited number of many of the tests. As such, you are responsible for returning any materials to the instructor within the specified amount of time. You may not take materials off-campus with you without permission of the instructor. Please plan your time in advance in order to facilitate the shared use of testing materials.
**Student Performance Evaluation Criteria and Procedures**

Your course grade will be determined as follows:

16% Behavioral Self-Report Scoring and Interpretation (School Outcomes H1; Mental Health Outcomes H1)
16% Personality Test Scoring and Interpretation (School Outcomes H1, H5; Mental Health Outcomes H1)
23% Integrated Assessment Interpretation (School Outcomes H1, H3, H5; Mental Health Outcomes H1)
45% Final Assessment Project (School Outcomes H1, H2, H3, H5; Mental health Outcomes H1)

**NOTE ON ASSIGNMENTS:** Throughout this course, you will be given the opportunity to take several standardized assessment instruments. This can be very valuable, as it gives you first-hand experience with what a client goes through when completing a test. If you do choose to complete these tests, your results will be considered private. You will not be required to turn in any results from tests you have taken, and if you do choose to, steps will be taken to ensure your anonymity. Please be respectful of your classmates by not asking them about their test results. Please also keep in mind that you are not fully qualified to interpret some of these tests. As a result, any interpretations you may make of your results are suspect. I hope that taking these instruments is valuable to you, and strongly encourage you to not submit your own results if you are uncomfortable with the process.

**Behavioral Self-Report Scoring and Interpretation:** The purpose of this assignment is to expose you to a comprehensive behavioral self report inventory. You will be given the choice of two measures to use:

1. The Behavior Assessment Scale for Children – 2nd Edition is a comprehensive teacher, parent, and self report of a child’s behavior. You will be provided with a sample form completed by the parent of a child who is currently having behavioral problems at school.
2. The Symptom Checklist – 90-R is a comprehensive self-report measure of current psychological symptoms. You will be provided with a sample form completed by an adult counseling client.

In addition to the sample form, you will be presented with a paragraph of background information about the fictional person who “completed” the form. You will be
responsible for scoring the form, and for writing a brief 1-3 page report that summarizes the results of the test.

**Personality Test Scoring and Interpretation:** The purpose of this assignment is to expose you to objective measures of adult personality. For this assignment, we will use the NEO-PI-R, a large, self-report personality inventory. You will be given a copy of the NEO-PI-R to complete yourself. While this is not a requirement, you are encouraged to complete your own profile. Additionally, you will be given a copy of a completed NEO-PI-R, and a brief paragraph of background information from a fictional client. You will be asked to score the NEO-PI-R answer sheet provided, complete a profile form, and turn in a brief 1 to 3 page report that summarizes the results of the test.

**Integrated Assessment Interpretation:** The purpose of this assignment is to give you experience in combining information from a variety of assessment instruments to answer a series of referral questions. You will be provided with a case history, several scored tests, and a set of referral questions. You will be asked to turn in a 2 to 5 page answer to the referral questions in the form that might be provided during a therapeutic assessment.

**Final Assessment Project:** The purpose of the final assessment project is to give you experience in conducting a formal comprehensive assessment. As part of this project, you will select and administer a number of assessment instruments to either a client from your internship site or from the WWU counseling training clinic, and score, interpret, and report the results.

**IMPORTANT NOTE:** In order for you to receive approval to complete the final project, you must first demonstrate satisfactory performance on each of the previous assignments. If you do poorly on previous assignments, you may be asked by the instructor to demonstrate satisfactory performance through additional administrations of the tests in question.

**Internship Clients:** The majority of the assessments will be conducted through your current internship sites. You will be given a letter to provide to your internship supervisor describing the process. In all cases, your internship supervisor will act as your supervisor for this project, while Dr. Graham acts as a consultant. The procedure for this project is outlined below:

1) Interns consult with their supervisor to identify an appropriate client for assessment. Ideally, this would be a case where the information obtained from the assessment would be of value to the client. The intern and supervisor discuss potential questions that could be answered by the assessment.

2) Interns discuss the possibility of assessment with the identified client, and obtain permission to conduct the assessment from the client. Here, the intern will also solicit input from the client on the purpose of the assessment.
3) Interns consult with the course instructor to select appropriate instruments for the assessment. All of these will be instruments that fall within the scope of practice of Masters-level counselors. Typically, between 3 and 4 measures will be selected. For adults, these may include a measure of normal personality (NEO-PI-R), a general measure of psychological symptoms (e.g., the Symptom-Checklist 90-R), and a measure or two of more specific psychological symptoms (e.g., Beck Depression Inventory). For children, these measures may include things such as the teacher and parent report versions of the Behavior Assessment System for Children – 2, the Social Skills Rating System, the Child Depression Inventory, etc. I would anticipate that the assessment itself would take no more than 1 hour for clients to complete.

4) After obtaining approval from the supervisor, interns would arrange for the client to complete the assessment. Interns then score the tests and interpret the results.

5) Interns will prepare a written assessment report to be provided to the client.

6) Interns meet and consult with the course instructor about the proper interpretation of the assessment results and the initial written assessment report.

7) Interns revise their initial assessment report based on the feedback from the course instructor.

8) Interns provide a copy of the report to their supervisor, and gain approval to present feedback to the client.

9) Interns meet with clients and provide feedback about the results of the assessment. A copy of the assessment report is provided to the client. Depending on the agency/school policy, an additional copy may be kept as part of the client’s record. A third copy (stripped of all identifying information) is turned in to the course instructor to be graded. Interns will be instructed to destroy this copy after it is returned to them with a grade.

**Clinic Clients:** If you cannot obtain a client through your internship site, your services will be made available to current first year students in the counseling clinic. As part of the class, we will be discussing ways in which to use a therapeutic assessment model in consultation with a client and counselor. Depending on the number of interested clients and counselors, you will be matched with a client. You will then conduct a therapeutic assessment, as discussed in class.

Please keep your professional ethics close at hand throughout this project. All material that you obtain from your volunteer is confidential. It goes without saying that you should not discuss test results outside of class with other individuals. Please behave and dress professionally for your test administration sessions.
### Schedule

This schedule is subject to change, though every attempt will be made to keep the assignment dates the same.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>CACREP Standard</th>
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<tbody>
<tr>
<td>1/7</td>
<td>Introduction, testing ethics, purpose of assessment</td>
<td>1, 17</td>
<td>7g</td>
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<td>1/9</td>
<td>Self report measures, BASC, SCL-90</td>
<td>13</td>
<td>7f, 7g</td>
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<td>1/14</td>
<td>Self report measures</td>
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<td>1/16</td>
<td>Self report measures</td>
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<td>1/21</td>
<td>Personality Tests</td>
<td>12</td>
<td>7f, 7g</td>
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<td><strong>Behavioral Self Report Project due 1/21</strong></td>
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<td>1/23</td>
<td>Personality Tests</td>
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<td>1/28</td>
<td>Personality Tests</td>
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<td>1/30</td>
<td>Personality Tests/Integrated Assessment</td>
<td>16</td>
<td>7g</td>
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<td>2/4</td>
<td>Integrated Assessment</td>
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<td><strong>Personality Project due 2/4</strong></td>
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<td>2/6</td>
<td>Family and Couples Assessment</td>
<td>Handouts</td>
<td>7f</td>
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<td>2/11</td>
<td>Family and Couples Assessment</td>
<td>Handouts</td>
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<td>2/13</td>
<td>No Class - SPSP</td>
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<td>2/18</td>
<td>Survey of Tests</td>
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<td><strong>Integrated Assessment Project Due 2/18</strong></td>
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<td>2/20</td>
<td>In-class consultation</td>
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<td>2/25</td>
<td>Actuarial and Clinical Prediction</td>
<td>Handouts</td>
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<td>2/27</td>
<td>In-class consultation</td>
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<td>3/4</td>
<td>Assessing Change in Counseling</td>
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<td>3/6</td>
<td>No Class – Meetings for Final Project</td>
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<tr>
<td>3/11</td>
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<td>3/13</td>
<td>Wrap-up</td>
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<td><strong>Final Assessment Project Completed by 3/13</strong></td>
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Final Project Timeline:

1/9
Discuss assignment with supervisor
Identify potential clients, generate initial referral questions
Check in with Jim re: client and instrument selection
Meet with client, obtain appropriate consent, generate referral questions
Obtain appropriate assessments

Approx. 2/20
Administer tests
Score tests, complete write-up

3/4 to 3/11
Meet with Jim to review final write-up

3/13
Turn in revised write-up based on feedback